

VISIT...

LANZAROTE
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Tutor Teaching Tips

Repeated Reading • L-2

MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards;
Game board;
Markers

Introducing the Passage



5 minutes

Read part 1 of the passage *Colonial Life* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage and have him/her read it with you. If he/she has difficulty, slow the pace or read small chunks (one or two sentences), and then have the child read each chunk with you until you have read the entire passage. Read the entire passage with the child one or two more times.

Building Fluency



5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 70 words per minute at at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding



5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following sample questions:

What time period is the passage about? (colonial times)

What do most children do? (work beside their parents)

What do girls do? (help cook, gather eggs, laundry, etc.)

If time permits, repeat the steps above using part 2 of the passage, *Colonial Life*.

Optional Activity



5–10 minutes

PLAYING A WORD GAME: Shuffle the game cards and stack them face down on the table. Have the child draw a card, read the word, and tell you if it is an action word (verb) or not. If the child correctly identifies the word, he/she moves up one rung on the ladder. If incorrect, the child cannot move up the ladder. Have the child place the card at the bottom of the stack. It is now your turn. Repeat the game as time permits.

Part 1

Step back more than three hundred years to a period known as Colonial Times. 9
14

Most kids spend their days working beside their parents. Your first chore of the day is to gather wood from the woodpile. After you put the wood in the fireplace, a fire is lit to warm the house. 22
32
41
52
Your mother uses the fire to cook breakfast. 60

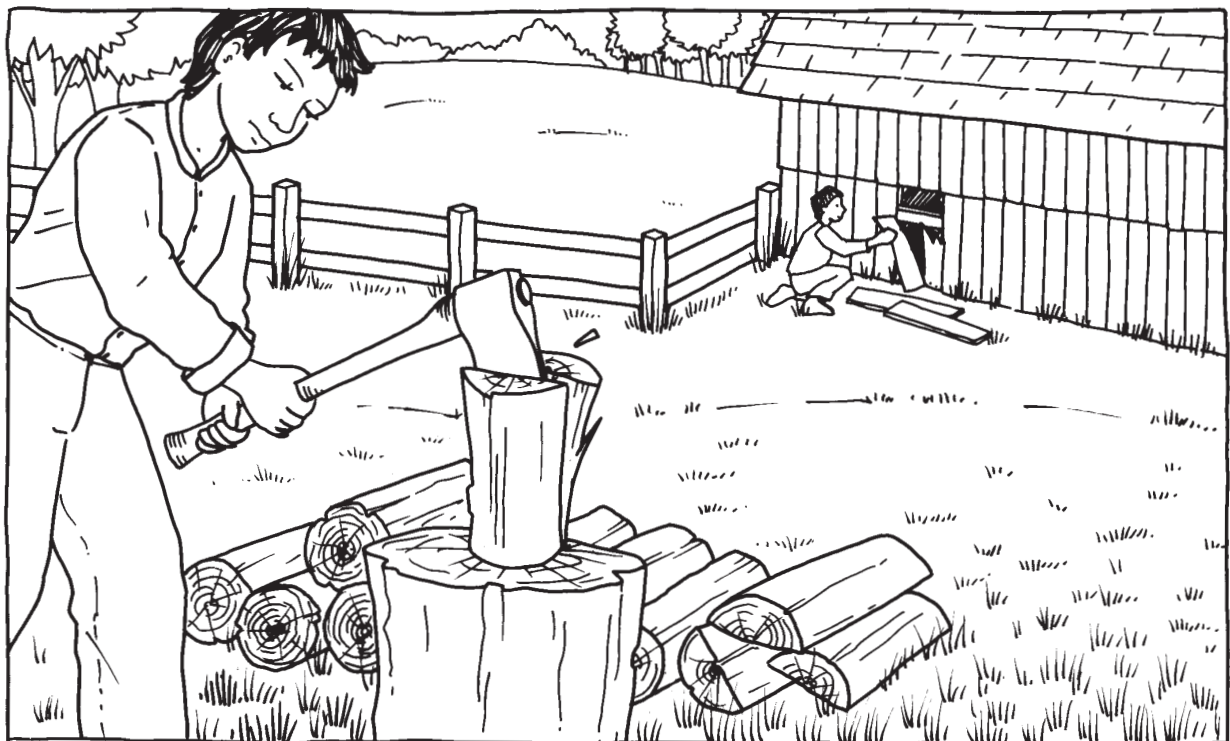
If you are a girl, you probably have to help your mother cook, gather eggs from the chickens, or wash the laundry—by hand! You might also have to churn the butter. 71
79
87
92



Part 2

If you are a boy, you might have to work on the	12
farm. You plant seeds and till soil with a plow	22
pulled by oxen. You might repair the barn, milk	31
the cows, or chop down trees for wood. Some	40
days, you might help build a neighbor's house	48
or even work in the local mill.	55

You might come from a well-off family and attend	65
a small, one-room school. The classroom is filled	74
with children of every age. The subjects that you	83
study are similar to what students learn in school	92
today—math, reading, and writing.	97

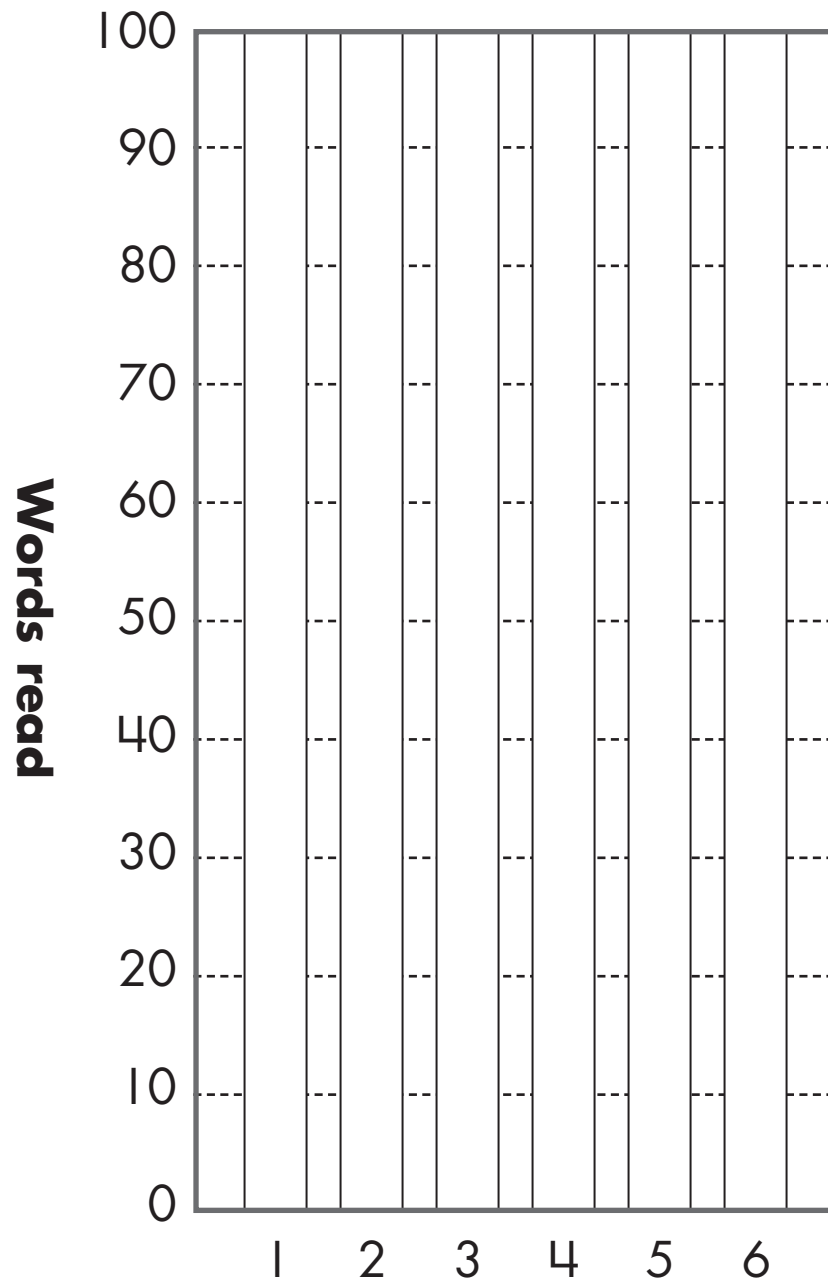


Fluency

Repeated Reading Bar Graph

Lesson L-2

Name _____ Date _____



Number of errors: _____
1 2 3 4 5 6



work

churn

gather

spend

cooked

wash

butter

chop

planted

neighbor

trees

eggs

breakfast

small

math

similar

